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ABSTRACT

As one activity of the Workplace Mentorship study, 75 interviews were conducted in 15 programs to examine 30 mentorships. In each program five persons were interviewed: two mentors, two students, and one program staff person. Students were in eleventh or twelfth grade or recently out of high school. The interviews collected from the three types of informants parallel information of their perceptions of (1) what occurred in the mentorship that was related to employability development; (2) the value of the mentorship experiences, and (3) factors that affected the mentorship. Activities that were indicated as important to employability development included learning about a particular job, skills in talking and listening to others, learning about rules and how people behave at work, and exhibiting mature workplace behavior. Almost all students felt the mentorship had an effect on their future plans; for some the mentor had been the most important influence. Staff and mentors saw the mentorships as positively and significantly helpful in preparing the young person for work. Students and staff most often cited the strengthening of personal and interpersonal skills growing out of the mentor relationship as proof of a successful mentorship. (The instruments and a qualitative analysis are appended.) (YLB)

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INTERVIEWS ON WORKPLACE MENTORSHIP:
BACKGROUND, METHODOLOGY AND DATA ANALYSIS

Far West Laboratory for Educational Research and Development

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PREFACE

The Workplace Mentorship Study was one of several activities conducted by the Education, Work and Productivity Department of Far West Laboratory, in which we attempted to find ways for schools to make our youth more employable and more productive members of society. More specifically, we were concerned with the evidence of significant disjuncture between the objective character of today's jobs and the motivation, commitment and expectations young workers bring to these jobs. The core of this work was embodied in a multi-year contract between the Laboratory and the National Institute of Education (NIE) under which three interrelated projects were funded around the employability-development theme; that is, with the problem of identifying and enhancing the individual traits, knowledge and abilities essential to labor-market success. Thus, employability was viewed as a developmental concept under which individuals become employable at different speeds and through different patterns of experience. In addition to the workplace mentorship emphasis of this study, the NIE-sponsored projects also focused on such other aspects of the problem of employability-development as:

- the attitudes, habits, and behaviors that comprise work maturity;
- how work maturity skills are acquired, and how they can be enhanced through educational intervention;
- interactions between personal and environmental variables in the development of individual characteristics of employability;
- the contribution of field-based activities in the development of higher-order knowledge and skills associated with successful employment as an adult in career-type jobs.

The Laboratory's specific interest in the mentorship phenomenon grew during eight years of activity in the design, development, and institutionalization of Experience-Based Career Education (EBCE)--a school improvement program that utilized workplaces and other community institutions as places of learning, and provided schools with methods of increasing student involvement in the direction of their own learning activities. A prominent feature of EBCE was the extensive use of working adults as resources for students as they engaged in individually-planned projects, blending academic learning with career exploration. These "resource persons" were recruited to represent a wide range of employers and types of jobs and careers; hence, they enabled students to get on-site exposure to many facets of the adult world-of-work that wouldn't be available from the more limited range of work experience normally available to full-time students. Our initial experience demonstrated that these adults were effective in developing a relationship with EBCE students that facilitated learning, and they could be recruited with relative ease. Additionally, many reported high levels of personal satisfaction from the experiences with the youths in the program.

As EBCE programs were installed in communities across the country, and even in some foreign countries, we looked closely at the interaction of these adults with the students to discover and describe the spectrum of helper interactions, to better understand what makes them work, and to suggest ways to make them more effective. Initially, we were hesitant to use "mentor" as the word to describe the adult, because we knew that the concept of mentorship has a history going back to the mythology in which the word was used by Homer. Mentor was a person who served as a companion, role model, and advisor to Odysseus' son. Our hesitancy derived from the fact that the adult involvement we were advocating was a very specialized form of mentorship--Workplace Mentorship. Though we recognized the value of the more intensive forms of mentorship relationships, our concept deliberately limited the relationship to the school-to-work transition, and did not require long-term relationships. Rather, the young person was encouraged to explore many options in the adult world, and to engage in learning situations with as many working adults as is appropriate. In spite of our hesitancy, however, "mentor" became common usage.

During the several years in which we studied and worked with the concept of the workplace mentorship, several staff members made important contributions. Robert Spotts served as Team Leader for the Workplace Mentorship Study, conducted a large percentage of the interviews, and directed several proposal-writing efforts that led to special funding for the establishment of programs in several locations across the nation. Jill S. Evenson had primary responsibility for the analyses of data, and she authored "Mentors and Students in the Workplace," and "Interviews on Workplace Mentorship: Background, Methodology and Data Analysis." She also developed the concept of the dissemination package for the mentorship materials. Kendra R. Bonnett authored a brochure, "Mentorship for the 80's, and joined with Judith Thompson Cook in the writing of "Mentorship: An Annotated Bibliography." Technical production and artistic contributions were made by Chet Tanaka and Lynne Logan. Special appreciation is due Ronald Bucknam, Senior Program Officer, of the National Institute of Education fo. his support and inspiration throughout the study.

George P. Rusteika, Chairperson,
Education, Work and Productivity
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BACKGROUND

The purpose of the Workplace Mentorship Study was to create awareness among teachers and policy-makers (in education, business and industry) of the potential of workplace mentorship programs for developing the employablity of high-school youth. The need for the study has been shown in the wide-spread dissatisfaction of concerned adults and young persons with the preparation of high-school students for productive participation in the working world. Employers in both the public and private sectors have reported that many young workers lack a practical understanding of how to function in that world and many adults say that they lacked adequate preparation. Educators and policy-makers have been trying to remedy the situation through a variety of teaching methods, policy studies, and legislation. But the problem is far from solved.

A decade ago, Wynne[1] called for adults to beome mentors for youth in order to transmit the informal knowledge about life and work and its choices and responsibilities, which traditional schools cannot provide. More recently, Bronfenbrenner[2] has advocated having adults other than classroom teachers serve as role models to youth:

> This increase in role exposure is best achieved not by increasing already overburdened school staff but by exposing pupils to adult roles existing in the larger society, both through bringing such persons into the school setting and through involving the children in activities in the outside world.

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[1]Wynne, E. On Mentorship, in Guthrie, J., & Wynne, E. (Editors). New Models for American Education. Englewood Cliffs, NJ: Prentice-Hall, 1971.

[2]Bronfenbrenner, U. The Ecology of Human Development: Experiments by Nature and Design. Cambridge: Harvard University Press, 1979, page 105.

A trend toward institutionalizing these adult/youth relationships has been evident in the growth of diverse experience-based learning programs in which students come in contact with working adults in a wide variety of workplace and other community settings. Not all such programs formalize the mentorship concept; however, if the contact between a young person and an adult has sufficient depth and certain other characteristics, the adult can be called the young person's mentor.

A workplace mentor is a working adult who interacts with a young person on a one-to-one basis; shares information and skills about a job or career; gives suggestions or advice on how to get along in the world of work; is a role model--someone the young person wants to be like; and is important to the young person over a long enough period for a relationship to develop. The set of experiences that the mentor and young person share and the career-related setting in which these experiences occur comprise workplace mentorship. A school-approved program offering youth opportunities for such experiences in the workplace is termed a workplace mentorship program. This study was concerned with investigating programs that foster such adult/youth relationships at the adult's workplace through examining of a sample of on-going workplace mentorships.

The overall goal of this effort was to obtain more concrete information about the nature and characteristics of the programs, the students and the mentors, in order to better promote the value of mentorship programs. The immediate objectives were, through interviews with mentors, students, and program staff, to:

1. Identify mentorship experiences in the workplace that develop employability of a sample of high-school youth;
2. Determine the perceived value of these mentorship experiences compared to other forms of employability development; and

3. Determine the perceived effect on the mentorships of variations in students, mentors, programs, and worksites.

The concept of employability used in constructing these interviews was an adaptation of a classification scheme used by the Department of Labor (DOL).[3] Based on a synthesis of research and theory the categories served as a framework for the many youth-employment and training programs administered through DOL. The DOL categories are as follows:

Pre-employment Awareness - a basic awareness of the world of work, the range of career alternatives available and methods for selecting among these alternatives;

Work Maturity - demonstrated ability to apply skills on the job in a manner that meets employer expectations with regard to basic employee responsibilities in such a position;

Educational Skills - mastery of basic mathematic and language skills and more advanced levels of educational achievement; and,

Occupational Skills - mastery of the skills required for a specific occupation or cluster of occupations.

The four DOL categories were further subdivided by the study staff into the elements presented in Exhibit 1. The elements listed under the work-maturity component were identified by the Laboratory's Work Orientation Project.[4] Elements for the other three components were identified by the staff of the Mentorship Study based on the literature review as well as their knowledge of career education and experiential learning.

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[3] Office of Youth Programs. Concept Paper on the Consolidated Youth Employment Program Demonstration. Washington, D.C.: Employment and Training Administration, U.S. Department of Labor, 1980.

[4] See Johnson, J. The Concept of Work Maturity. San Francisco: Far West Laboratory for Educational Research and Development, 1981.

Pre-employment Awareness

Knowledge about:

- relationships between school and work
- requirements for certain jobs/careers
- job-search strategies and techniques
- rules and norms of the workplace
- range of career alternatives
- one's own abilities, interests, and skills

Work Maturity

Ability and willingness to:

- accommodate rules and norms
- accommodate legitimate authority
- do quality work (good work, hard work)
- cooperate with co-workers and handle conflicts constructively
- take appropriate initiative
- show adaptability
- learn on the job

Educational Skills

Mastery of:

- basic mathematic, reading, and writing skills
- verbal communication skills
- academic skills necessary for further education

Occupational Skills

Mastery of:

- skills required for the secondary labor market
- skills required for an entry-level job in the primary labor market
- skills required for advancing in a job in the primary labor market

Exhibit 1

Elements of Employability to be Investigated in the Study

METHODOLOGY

Sample

A total of 75 interviews were conducted. In each of sixteen programs five persons were interviewed: two mentors, two students, and one program staff person. One program was later eliminated from the study (see explanation below) leaving 75 persons in 15 programs as the final sample. Because the basic unit of interest was the mentorship (a relationship between two people) the study was able to examine 30 mentorships through this sample. The rest of this section will detail the method of selection of the sample and the characterstics of programs and persons in the sample.

The procedures leading to the sample selection began the previous year with an overview of existing programs. Through mail and telephone contacts with high schools, the San Francisco Private Industry Council, the National Alliance of Business, and community-based organizations, school-approved opportunities for workplace mentorship were located within the region. Through telephone interviews with representatives of these programs, descriptions were assembled. The willingness of staff and programs to cooperate in later data collection was verified. Based on that effort a schema for sample selection was developed.

It was found that there are two important dimensions on which programs are known to vary: whether they focus on career exploration or job skills, and whether students' activities are paid or unpaid. The sample was planned, therefore to include representatives of these four types of programs in rough proportion to their prevalence within the pool of known programs, as shown in Table 1. Some further specifications for sample selection were as follows:

- Students participants were between the ages of fifteen and eighteen.
- As a group, the young persons were representative of the general population of young people--not exclusively from any special groups.

- The programs might be either school- or business-sponsored but there must be cooperation in the program between school and business.
- Mentors might be either paid (as part of their job) or unpaid (volunteer on own time).
- The mentorship was ongoing or had been recent.
- Programs in California, Nevada, and Utah were represented.

Table 1

Proposed Schema for Selecting Interview Subjects

Program Focus	Number of Programs n=16
Unpaid; career exploration	4
Unpaid; job skills	2
Paid; career exploration	2
Paid; job skills	8

During the early spring of 1981, a set of programs meeting the specifications for inclusion in the sample were contacted. The program contact persons (usually the program director) were asked if they would be able to identify two relationships between youth and working adults in their program that would qualify as mentorships, and if so, would the parties involved be willing to be interviewed about their experiences. Some selected programs were unable to participate in the study but others were located with similar specifications. The sample of programs, therefore, was not randomly chosen but was built up by selection from a pool of programs on the basis of availability of student/mentor pairs, willingness of the program staff to participate, willingness of the participants to be interviewed and a match with the study's needs for variation in program focus, student characteristics and geographical location.

After the interviews had been completed it was found that one program differed radically from the others in one major characteristic; the students it served were much younger (both the interviewees were in the eighth grade). The purpose of the program and the activities it provided, as well as the relationships with adults, were found to be greatly affected by the age of participants. Since there was not the emphasis on employability development that was found in programs for high school students, it was decided to eliminate this program from the study. Therefore fifteen programs were represented in the final study. Table 2 shows the characteristics of these programs.

Once the programs had been selected the program contact person became a subject for one interview (referred to as the staff interview). Most of these persons were either in charge of the program (as in small career-exploration programs), directing a larger program or responsible for student placement at a job site (for example, the work-experience coordinator).

The program contact (staff) person chose the two pairs of mentor/students that were to be interviewed. They were asked to choose the best examples of workplace mentorship in their programs. Therefore the interview subjects were not necessarily typical of adults and students involved in these programs but rather were chosen because of the perceived quality of the mentorship experience. It was found that because programs differed in purpose, structure, and population, and because program staff placed different interpretations on the concept of "mentoring," the pairings of adults and students varied as to the degree of mentorship present. Many high-quality mentorships were found, but a few pairings seemed to offer little more than a conventional employer/employee or trainer/student relationship. However, all pairings had in common the fact that each was chosen by local program staff as representing an exemplary workplace relationship between adult and young person.

Table 2

Comparison of Program Characteristics by Program Focus

Program Characteristics	Program Focus: Work Experience n=7	Program Focus: Career Exploration n=8
Pay for Experience		
Paid	6	1
Unpaid	1	7
School Credit		
Credit	6	6
Non-credit	1	2
Choice of Workplace		
By staff	6	1
By mentor	1	2
By student	0	3
Variable	0	2
Population Served		
General	6	3
High achievers	0	2
Disaffected	0	1
Low income	1	2
Geographic Location		
Northern California	6	6
Nevada	0	1
Utah	1	1

Characteristics of the interviewed students are shown in Figure 1. Most of this information was obtained from the staff interviews. Students were in the eleventh or twelfth grades or recently out of high school. Most were female. About one half were in college-preparatory programs. More than half the group were rated as above average in school achievement and two-thirds had a positive or very positive attitude toward school. However, it should be noted that some students who were identified in successful mentorships were seen by staff as negative toward school (10) or below average in school achievement (3).

AGE IN YEARS		ETHNIC GROUP		SEX		GRADE	
16	5	Asian	2	Female	22	11	11
17	11	Black	3	Male	8	12	16
18	13	Hispanic	2			Post HS	3
19	1	White	20				
		Other	3				

SCHOOL ACHIEVEMENT (Staff Rating)		ATTITUDE TOWARD SCHOOL (Staff Rating)	
Above average	17	Very positive	14
Average	10	Somewhat positive	6
Below average	3	Somewhat negative	7
		Very negative	3

SCHOOL PROGRAM		POST HIGH-SCHOOL PLANS (Student Report)	
College Prep.	14	Full time work	14
General	10	College	11
Technical	4	Technical training	2
Other	2	Travel	2
		Raise family	1

Figure 1

Student Characteristics

Were these students typical of those enrolled in the programs or were they exceptional students to begin with? The staff was asked during the interview to compare the two students that they had chosen with others in their program on four characteristics. As shown in Table 3 the interview subjects, when compared with others in the same program, tended to be more positive about school, higher school achievers and had engaged in more planning about the future. They were however, similar to the total group in the amount of previous work experience.

Table 3

Staff Comparison of Interviewed Students
With Other Students in the Same Program

Characteristics of Student	How Compares With Other Students in the Program		
	Lower - Less	Typical	Higher - More
Attitude towards school	4	11	15
School achievement	3	10	17
Previous Work Experience	5	16	9
Degree of future planning (2 missing)	1	12	15

In what sort of settings did the mentorships take place? Some information was available through the interviews with mentors on the workplace settings and the jobs held by mentors. This is summarized in Figure 2. Of the thirty mentorships, twenty were in profit-making concerns--large or small businesses or

self-employed entrepreneurs. Within each organization the student might be exposed to many or, to only a few employees; in half of the situations the student was in contact with fewer than eight people. Students also had an opportunity to see different kinds of jobs ranging from unskilled through professional.

TYPE OF ORGANIZATION	
Profit-making	
Large business	8
Small business	10
Self-employeed	2
Non Profit-making	
Public Office/Agency	8
Private Office/Agency	2
TYPE OF JOB HELD BY MENTOR	
Operations manager, director supervisor, foreman	15
Executive	4
Office operations (secretarial)	4
Owner/operator	3
Professional (lawyer, teacher, scientist)	3
Sales Person	1

Figure 2

Description of Workplace Settings
in Which Mentorships Occurred

What jobs did mentors hold? The most common job classifications for mentors were: operations manager, director, supervisor, foreman, executive, or owner/operator. It seems that most mentors were used to working with people on the job and were in positions where they were aware of and concerned about the work as a whole and the performance of other workers.

What kind of people became mentors? The personal characteristics of mentors as a group were reported by themselves and their students in the interviews. These data will be covered in the section on results.

Data Collection

All information was collected during on-site visits in April and May of 1981. Students were interviewed either at the school program or at the workplace site. Mentors were interviewed at their workplaces while school staff persons were contacted at the program location. The school staff assisted in arranging the appointments with mentors and students.

Three staff members of the Workplace Mentorship study were interviewers. All data collected at a program (two mentor interviews, two student interviews and one staff interview) were the responsibility of one interviewer. Although some interviews took longer than others, most fell within the planned 45 minute time period.

Before the actual data collection started, a pilot test was conducted. The staff interviewed one mentor/student pair and associated staff in each of two separate programs. Minor changes were made in the interview schedules following the pilot test.

Instrumentation

Three interview schedules (for students, mentors and program staff) were developed specifically for this data collection effort. Copies of the instruments are located in Appendix A. The first step in instrument construction was the development of a set of questions based on the three interview objectives (see page 2). These questions are as follows:

Objective 1: What did young people do in the mentorships that helped to develop their employability?

1.1 What mentorship experiences at worksites are related to the various elements of employability?

1.2 Do workplace mentorships (the set of mentorship experiences) address certain of the four major components of employability more extensively than others?

Objective 2: How valuable were the mentorship experiences?

2.1 How important in employability development are the interactions that take place in mentorship experiences compared with those with other significant adults (such as parents, employers, friends)?

2.2 How important in employability development are activities that take place in mentorship experiences compared to other training and educational opportunities that the student has had?

Objective 3: What factors affected the mentorships?

3.1 To what extent do various aspects of program structure and administration affect workplace mentorship experiences?

3.2 To what extent do personal traits of mentors affect workplace mentorship experiences?

3.3 To what extent do characteristics of mentees affect workplace mentorship experiences?

3.4 To what extent do characteristics of worksites affect workplace mentorship experiences?

The interviews collected from the three types of informants parallel information of their perceptions of what occurred in the mentorship that was related to employability development (Objective 1) and what value this had for the student (Objective 2). The interviews also collected descriptive information on program parameters, workplace descriptors, characters of mentors and students and perceptions as to the effect of these and other factors on the mentorship (Objective 3). A description follows of the specific formats used to address each objective.

Objective 1: The mentors and students were used as primary informants in collecting information about actual activity. Two different approaches (Form Q and Form R) were used to obtain descriptions of activities and to classify these activities in relation to employability development. A third approach, a set of rating scales (Form S), was used with all three informants--mentors, students and staff. Description of these forms follows:

Form Q. Students were asked "can you tell me several things that you learned about or did [in the mentorship]". "I'll write down each thing you mention, and then we'll look at what you got out of doing these things that might be useful to you in the future. Let's start with what you think is the most important thing..." The interviewer briefly noted each activity and then asked "...how might this help you get ready for work...?" The interviewer listened to each response and entered the appropriate codes from a predetermined list of employability development competencies (Figure 3). An equivalent procedure was used when interviewing the mentors, who were asked what the student did and what the student got out of the mentorship activities.

Form R. Students were told, "there are a number of ways that you might learn about work and about being a worker through what you have been doing. Here is a list of things that you might have learned about the world of work...is there something on this list that you learned about?" Students were presented in turn with three lists, each encompassing one subset of the employability codes used with Form Q (Figure 3). When the student chose a category, he/she was asked to give an example and also whether other codes would apply. Several codes could be listed for each activity. An equivalent procedure was used when interviewing mentors, substituting the student's name.

Form S (scales). Following completion of the two previous tasks, students were given a set of scales where the items consisted of the same nineteen employability competencies. They were asked to rate each one in terms of how much was learned or gained in their experience with the mentor at the work place. The mentors and the program staff person were also asked to complete this set of scales, rating their impression of the student's progress.

Area	Element	Code
Pre-Employment Awareness	I learned about:	
	A particular job	1-1
	Different jobs that I could have	1-2
	What is needed to qualify for jobs I would like	1-3
	How what I learn at school can help me	1-4
	How to find a job	1-5
	Rules and how people behave at work	1-6
	What I can do and like to do	1-7
Work-Maturity	What I did:	
	I followed rules	2-1
	I did things the way the supervisor or boss wanted	2-2
	I did good work; I worked hard	2-3
	I got along with other people	2-4
	I did things on my own; I used my initiative	2-5
	I got along when things changed; I adapted	2-6
	I tried to learn new things	2-7
Educational and Occupational Skills	I improved in:	
	Basic math, reading, or writing	3-1
	Other school subjects	3-2
	Talking with and listening to others	3-3
	Job skills for a beginning job	3-4
	Job skills for a career that I might like to be in for a long time	3-5

Figure 3

Elements of Employability
and Associated Codes

Objective 2. An indirect approach was used with students to ascertain their perceptions of the importance of the mentor as an aid in employability development--a sequence of increasingly more specific questions about persons having a strong influence on each young person's preparation for work. The opening question in the interview asked the young persons to name someone whom they don't know and have never met, but whom they "admire and respect because of his or her work." Following this lead-in, the young persons were asked the key question: to name someone whom they did know "who knows you by name, whom you admire and respect because of his or her work." Additional questions were asked of those students who had not mentioned their mentor. "Name someone else at home, school, or work, who helped you get ready to go to work" and "Name someone in this program who helped you...". Finally, those who had not yet named their mentor were asked "how about _____ ?" (Using the mentor's name.)

Students were also asked to list other experiences that they had had and rate these in relation to the mentorship (see Student interview, form Q8). Mentors and staff gave their impression of how important the mentorship experience had been for students in relation to other experiences (Mentor question 7, Staff question 14).

Objective 3: Two kinds of information were sought-- (1) descriptions of participants, programs and workplaces and (2) perceptions of participants on the success, and problems, of the mentorship and important qualities and characteristics needed by those involved in such programs. Examples of the first category are found in Student questions 2 and 7, Mentor questions 1 and 6 and Staff Questionaire form S. Examples of the second category are found in student questions 9-12, Mentor questions 8-10 and Staff Questionnaire Part III.

DATA ANALYSIS

Procedures

Three computer-based files were used in data analysis. Two of the files were related to Objective 1: A large "Activities" file containing responses to Form Q and Form R by students and mentors and a "Scales" file containing responses to the nineteen employability scales by mentors, students and staff persons. The third file--the "Interview" file--contained responses to all other interview questions. The following paragraphs will describe these three files in more detail. Also discussed in this section is a separate qualitative analysis of the value of each mentorship as perceived by the participants.

The Activities File. A combined file was set up for Form Q and Form R that provided a separate data entry for each code connected to each activity for each respondent. Since several codes could be attached to an activity, there were often several data lines for an activity, each with a separate code. Each data line included a brief description of the activity along with subject ID, the employability code, a coding of the amount of time spent in this activity as reported by the subject, and an identifying item and sequence number. (Note that this file is organized by coded activities and not by respondent.) The file contains 1,547 entries, representing coding of 795 activities. Table 4 shows the breakdown for each form by respondent group (students and mentors). Data analysis was confined to sorts and prints, along with two-way frequency tables.

Table 4

Breakdown of "Activities" File By
Form and Respondent Type

Collection Method	Number of Coded Entries		
	Student n=30	Mentor n=30	Total
Form Q	363	404	767
Form R	415	365	780
Total	778	769	1547

Although Form Q and Form R represent different data collection techniques there was a clear correspondence between them in terms of the number of entries and the percent of entries in the file for each of the three major employability categories for each of the two respondent groups. This means that responses obtained for Form Q--when activities were volunteered and then coded by the interviewer--were quite similar as those for Form R, where the respondents were prompted with lists. Table 5 shows that over 40 percent of all entries in the file were in the work-maturity area, with the remainder divided between pre-employment awareness and educational and occupational skills.

Table 5

Comparison by Employability Development Category
of Responses by Students and Mentors on Form Q and Form R

Employability Development Category, by Form	Student f	Student %	Mentor f	Mentor %	Total f	Total %
Form Q						
Pre-employment awareness	101	28	134	33	235	31
Work-maturity	164	45	178	44	342	44
Educational/occupational skills	98	27	92	23	190	25
Total	363		404		767	
FORM R						
Pre-employment awareness	142	34	122	33	264	34
Work-maturity	172	41	158	43	330	42
Educational/occupational skills	101	25	85	23	186	24
Total	415		365		780	

The Scale File. Form S (the scales) provided a third way of looking at the activities in which students had engaged. This file contains 89 observations--ratings on nineteen scales by mentors, students and staff persons. Frequency distributions, means and t-tests were used in the analysis of this data.

The three methods--Form Q, Form R and Form S--tended to reinforce each other. For example, the importance of the work-maturity area was again apparent on examination of the scales (see Table 6 page 29). The work-maturity items as a group had the highest means and least variation among items (all were seen as important; however, there was some variation between the two groups of respondents.) On other items (pre-employment awareness and educational and occupational skills), the groups of respondents had almost identical means. Also, the distribution of mean ratings (from low to high) was very similar to

the distribution of numbers of entries per item for Forms Q and R. (That is, popular items on Forms Q and R were rated higher on Form S.)

Because the three data collection techniques produced similar information, it is possible to have more confidence in the results. In addition, the information is richer because each method had some advantages--Form Q provides freer associations, Form R provides better examples of the specific categories, and the scales gave the respondent an opportunity to rate each of the nineteen categories in relation to the others. The scales also provided an opportunity to compare responses of staff persons with those of the other groups.

The Interview File. This file contained the responses to all questions related to objectives 2 and 3 and to all parts of the interview schedules except for forms Q, R and S. Most questions on the schedules were open-ended and therefore required content analysis. All such coding was done by two professional staff members. The data in coded form were entered into a computer file, organized by mentorship. The file contains 30 observations and 125 variables derived from the interview schedules. Data analysis consisted of frequency distributions and means.

Qualitative analysis of the perceived value of each mentorship. An estimate of the overall quality of each mentorship was obtained through examining the combined responses of its interviewees to all questions concerned with value and success. This largely intuitive procedure took several steps to arrive at a division of the thirty mentorships into fourteen of narrower breadth and sixteen showing broader and deeper relationships. The procedure is described in more detail in Appendix B. Further description of the findings from this analysis is located in another document. [5]

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[5] Evenson, J. Working Adults and Students in Partnership: Interviews from the Workplace Mentorship Study. San Francisco: Far West Laboratory for Educational Research and Development, 1982.

Results

This section will present a concise set of tables and graphs along with explanatory text. It will summarize the descriptive statistics that came out of the interview data. It will not include the extensive non-statistical quotes, examples, and incident-reporting that contributed to the richness of the interviews. The interpretation of the descriptive statistics in the light of the overall content of the interviews is found in a separate non-technical document prepared by the staff of the Workplace Mentorship Study.[6] The information in this section will be organized around answering questions related to the three interview objectives.

What did young people do in the mentorships that helped to develop their employability? This material on students' activities will be organized around the three employability development areas used with forms Q and R: pre-employment awareness, work-maturity, and educational and occupational skills. As was described in the instrumentation section, students and mentors were first asked to volunteer descriptions of activities that promoted employability "starting with the most important". These were noted on Form Q and coded by the interviewer. Then students and mentors were prompted by lists of employability-related competencies and asked to identify, with examples, what students had done in which categories. These were recorded on form R.

In the first area, pre-employment awareness, are found 32 percent of the file entries (Form Q and R combined). Figure 4 shows in graphic form the number of times that each of these seven codes of pre-employment awareness were used in building this file. Form Q indicates that students most frequently had

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[6] Evenson, J. Op. Cit.

FORM Q

CATEGORIES	RESPONDENT	NUMBER OF RESPONSES AS CODED BY INTERVIEWER
How to find a job	student	XXX
	mentor	
Learn how school helps	student	XXX
	mentor	XXXXXXX
What needed to qualify for jobs	student	XXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXX
Different jobs that could have	student	XXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXX
What can I do and like to do	student	XXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXX
Rules & behavior at work	student	XXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
A particular job	student	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

0 | 10 | 20 | 30 | 40

FORM R

CATEGORIES	RESPONDENT	NUMBER OF TIMES CHOSEN BY RESPONDENT
How to find a job	student	XXXXXXXXX
	mentor	XXXXXX
Learn how school helps	student	XXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXX
What needed to qualify for jobs	student	XXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXX
Different jobs that could have	student	XXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXX
What can I do and like to do	student	XXXXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXX
Rules & behavior at work	student	XXXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXX
A particular job	student	XXXXXXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXXXXX

0 | 10 | 20 | 30 | 40

Figure 4

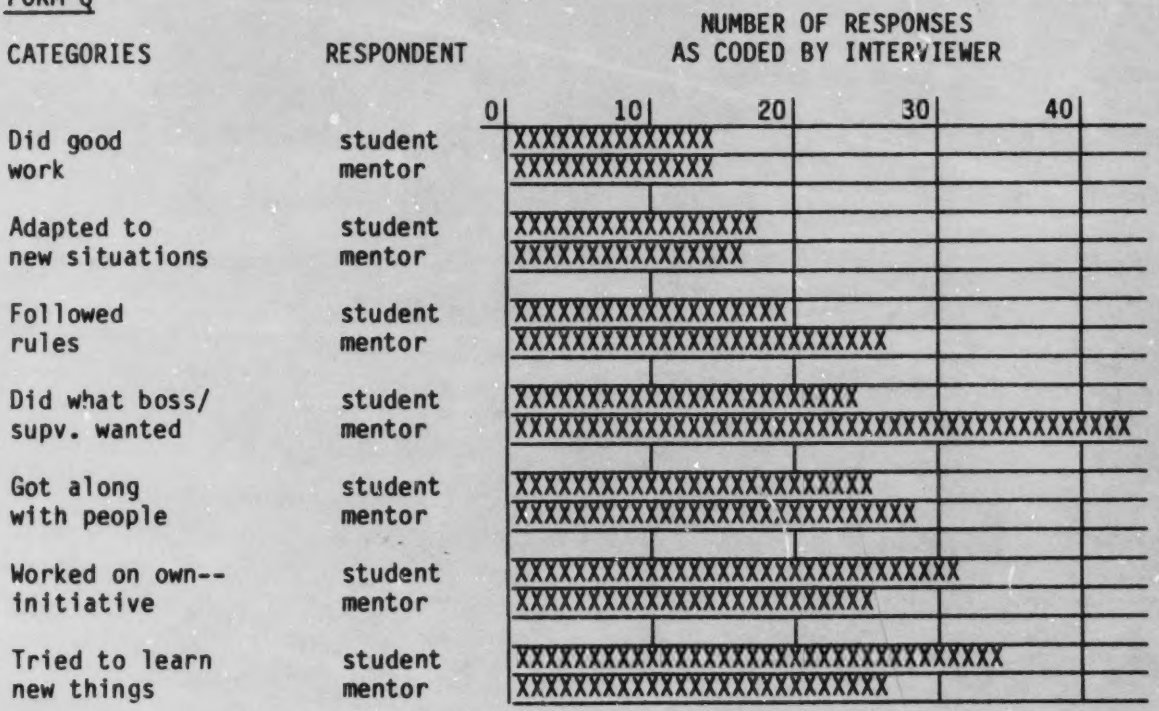
Activities of Students in the Pre-Employment Awareness Area

engaged in activities that promoted gains in knowledge about a particular job (although not necessarily how to do it) and in knowledge about rules and behavior in the workplace. Next most frequently mentioned were a set of knowledges that are commonly promoted through career-education programs--learning about one's own abilities and interests and about the characteristics of different jobs for which one might prepare. Relating job requirements to school learning was mentioned only a few times. One of the seven codes was noticeably less popular then the others: "Learning about how to find a job" (job-search skills) was evidently not seen as an important component in these workplace mentorships.

When students and mentors were handed a list of the seven pre-employment awareness categories and asked to identify, with examples, what students had done in which categories (Form R) a wide variety of activities were mentioned that covered six of the seven categories fairly evenly. (Once again, "how to find a job" was not frequently chosen). It appears that mentorships are characterized by a spread in activities even though some competencies may be stressed more than others.

The second area, work-maturity (demonstrating or practicing work-mature behavior), was responsible for 43 percent of the file items. (As described in the procedures section, one activity might have multiple codes). Although the percent of responses was about the same for mentors as for students, there was some difference between the two groups in the popularity of certain codes. This is presented in Figure 5 that shows the number of times each work-maturity code was used with Form Q and Form R.

FORM Q



FORM R

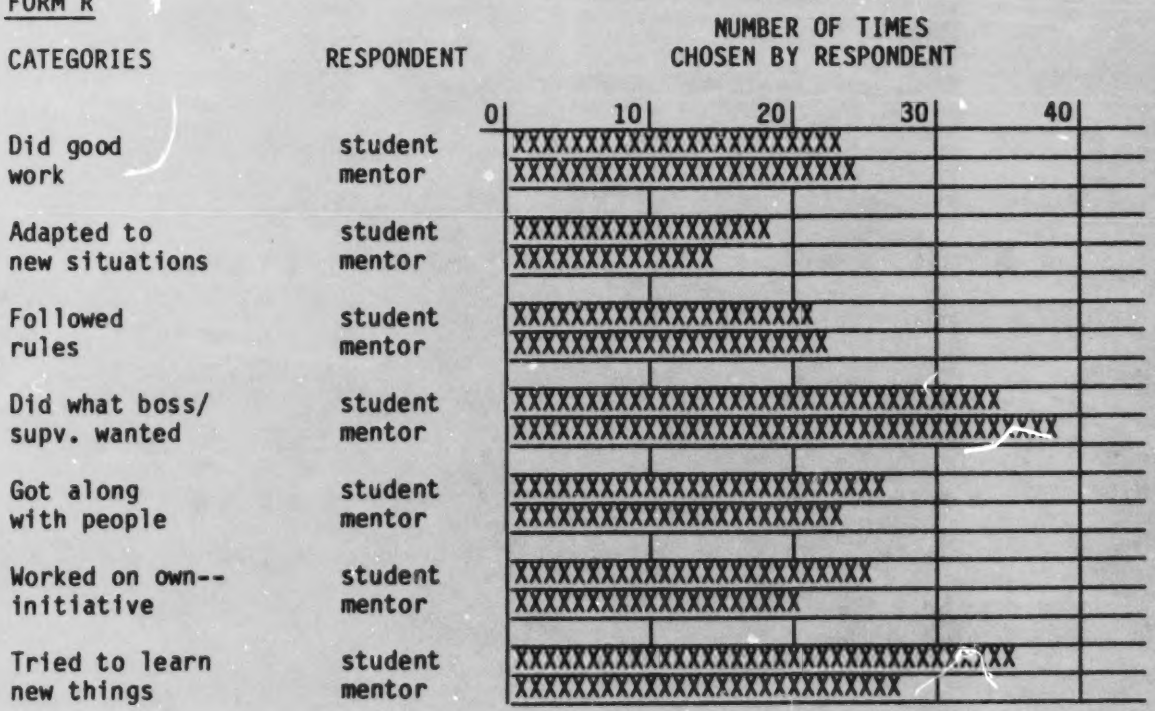


Figure 5

Activities of Students in the Work-Maturity Area

It appears that this set of items is treated somewhat differently by the respondents than the sets involving knowledge or skills. These seven items all reflect desirable behavior. When prompted, respondents are likely to report positively about the presence of this behavior. Therefore, Form R shows a quite even distribution over all the items. However, on Form Q, the interviewers showed by their coding that they found an emphasis by mentors on behavior that involved following rules, doing what the boss or supervisor wanted, and getting along with people, while students were more likely to mention trying to learn new things and acting on their own--taking initiative. The main difference noted on Form R is an increase in the relative standing of "doing good work--working hard" by both groups. When presented with this idea, the respondents tended to report that good work was done.

Twenty-four percent of the items in the file were related to a third set of competencies--occupational and academic skills--including communication skills, basic skills and job skills for both entry-level and career jobs. Figure 6 presents data on these items. The fact that there were fewer responses in this set is in part tied to the fact that there were only five items. Also, it was the third set presented and some subjects had little to add to the previous statements.

It can be noted that responses for students and mentors on these five skill items showed very similar patterns. On Form R the importance of communication skills (improving in talking and listening to others) was evident. On the other hand, on Form Q, when they were not prompted by lists, there was more tendency to describe what was learned about a entry level job or career skills. However, all three of these items were popular--both students and mentors often felt that skills had been learned for a beginning and sometimes for a career job as well as in communication.

FORM Q

CATEGORIES	RESPONDENT	NUMBER OF RESPONSES AS CODED BY INTERVIEWER
		0 | 10 | 20 | 30 | 40
Improve in school subjects	student	
	mentor	XX
Improve in basic skills	student	XXXXX
	mentor	XXXXXXXXXX
Improve in talking, listening to others	student	XXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXX
Improve in skills for a career job	student	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXXXXXXX
Improve in skills for a beginning job	student	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

FORM R

CATEGORIES	RESPONDENT	NUMBER OF TIMES CHOSEN BY RESPONDENT
		0 | 10 | 20 | 30 | 40
Improve in school subjects	student	XXXXX
	mentor	XXX
Improve in basic skills	student	XXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXX
Improve in talking, listening to others	student	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Improve in skills for a career job	student	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXXX
Improve in skills for a beginning job	student	XXXXXXXXXXXXXXXXXXX
	mentor	XXXXXXXXXXXXXXXXXXX

Figure 6

Activities of Students in the Educational and Occupational Skills Area

The school-related skills--improving basic skills and improving in other school subjects--were not often coded on Form Q by the interviewers. However, on Form R, when the list was presented, many students and mentors did mention basic skills gains; examples of basic-skills improvement were given by one or both members of 22 mentorships out of the 30. Exhibit 2 presents the statements by mentors and by students. It is apparent that the mentorships could provice student meaningful and unique opportunities to exercise basic skills.

The fifteen staff members were not asked for activity descriptions (Form Q and Form R) as were mentors and students. However, each staff member was asked to complete the nineteen-item set of scales (Form S) for each of the two students in that program. A comparision of the ratings on Form S by students, mentors, and staff is shown in Table 6. Most highly rated by three groups were some of the work-maturity items concerned with doing what the supervisor wanted, getting along with people, and doing good work. Other items with a mean rating of above 2.5 for all three groups were communications skills (talking and listening to others) and three of the knowledge items: learning about a particular job, about rules and behavior at work, and about what the student can do and likes to do. In general, the staff ratings were similar to those by mentors and students, but tended to be higher; program staff seemed to feel that the students benefitted more from the program than did the mentors or indeed the students themselves. Because the staff were responsible for the overall student program, they may have been more aware of what students were doing and how this related to their development and their other school activities.

All programs that were chosen for participation in the study gave students an opportunity for mentorship experience. However, the original sample was drawn from two program types; those providing (usually paid) work experience and those providing (usually unpaid) career exploration. Did the type of

1. Learned to read more carefully to reduce mistakes.
2. Read books, learn while time goes by on job. Spends spare time reading school-related books.
3. Read instruction sheets about make-up and cosmetic application. Presentation of her project was practiced. Good.
4. Study about animals requires technical reading, keep journal about activities--what I really feel.
5. Public relations; have learned more about abilities.
6. Write notes in report and compile information for report. More conscientious about writing; notes more arranged.
7. Creative writing, historical analysis, journalistic style. Traffic report-writing excellent in journalistic style.
8. Business letters, letters of support. Write speeches, etc.
9. Reading cases, wrote letters in law format.
10. Improved reading, writing, rough drafts, reference books for spelling.
11. Improved spelling, phone messages and writing cards.
12. Type from misspelled copy.
13. Spelling--different ways, which part accented, what people see first.
14. Size photos, proofread and correct spelling. People here help her with writing. Poorest subject; had to learn measurements, inches to pica. Read more, write more and change style to journalistic.
15. Inventory control, etc., increase math.
16. Write orders, count receipts, make out deposit slips, take to bank.
17. Cashier, following written directions.
18. Cashier, supervises cash register, answers employee's questions. Writes up notices, signs, etc.
19. Cashiering
20. Count change.
21. Find area of roofs and buildings.
22. Basic math for chemistry. Has to look up words and definitions, asking mentor. Read background articles. Computer preparation, data interpretation.

Exhibit 2

Summary of Basic Skills Examples Mentioned by Students and Mentors

Table 6

Gains in Preparation for Work: Comparison of Ratings by Student, Mentors, and Staff

Category (three point scale; 1 = a little, 3 = a lot)	Student n=30 $\bar{x}$	Mentor n=29 $\bar{x}$	Staff n=30 (15*x2) $\bar{x}$
He/she learned about:			
A particular job	2.77	2.76	2.87
What he/she can do and likes to do	2.67	2.55	2.80
Rules and how people behave at work	2.63	2.66	2.90
What is needed to qualify for jobs that he/she would like	2.43	2.36	2.60
How what he/she learns at school can help	2.27	2.21	2.53
Different jobs that he/she could have	2.23	2.34	2.41
How to find a job	1.87	1.82	2.28
What he/she did:			
Did things the way the supervisor or boss wanted	2.87	2.86	2.90
Did good work; worked hard	2.87	2.83	2.90
Got along with other people	2.80	3.00*	2.97
Tried to learn new things	2.77	2.48*	2.80
Followed rules	2.50	2.86*	2.76
Did things on own; used initiative	2.30	2.45	2.80
Got along when things changed; adapted	2.30	2.45	2.71
He/she improved in:			
Talking with and listening to others	2.77	2.63	2.80
Skills for a beginning job	2.47	2.55	2.57
Skills for a career that he/she might like to be in for a long time	2.47	2.31	2.67
Basic math, reading, or writing	1.97	1.86	1.96
Other school subjects	1.63	1.52	1.93

* t-value significant for mentor/student at .05 level

program make a difference in what the student gained in employability development through workplace activities? A breakdown of student responses to Form Q, as coded by interviewers, identified eleven items on which there was a noticable difference related to program type, as shown in Table 7. Activities at work-experience sites are more focused on job skills and job behaviors characteristic of employees. Activities at career exploration sites, although they may provide some skills, have a broader learning base that encourages independence, development of self-knowledge and general acquisition of information about the workplace.

How valuable were the mentorship experiences? When students were asked about their plans for the future one question was included that probed for their perceptions of the usefulness of the mentorship: "What does your experience with [your mentor] have to do with these plans [for the future]?" Responses were coded using five categories, as shown in Table 8. All students except two felt the mentorship had had at least some effect on their future plans. Most (all but eight) felt the experience had been, or might be, of great importance in determining their future plans.

Students were also asked about previous experiences that had been helpful in preparing them for work or in planning for the future. Eight categories were used as shown in Table 9. Students were asked to relate the helpfulness compared to the mentorship of each type of experience in which they had engaged. About half (11 out of 23) of those reporting paid work experience felt that the mentorship had been more helpful. The few persons reporting volunteer work tended also to see mentorship as more helpful. In contrast, ten of the eighteen who reported talking and planning with parents felt that this had been more helpful. However, twelve students did not mention parents at all--it

appears therefore, that although parents are an important source of help for some students, others count more heavily on other people and other experiences.

Table 7

Comparison of Responses to Eleven Items
by Students in Two Program Types

Form Q Items (Coded by Interviewer)	Program Type: Work Experience n=14 %	Program Type: Career Exploration n-16 %
More characteristic of work experience programs		
Acquired entry job skills	13.64	8.61
Acquired skills for career job	12.99	7.66
Got along with other people	9.09	5.26
Did things the way supervisor wanted	9.09	4.78
Followed rules	7.79	3.35
Total	52.60	29.66
More characteristic of career exploration programs		
Tried to learn new things	7.14	11.00
Did things on own initiative	6.49	10.05
Improved in talking; listening to others	1.95	7.18
Learned what can and like to do	3.25	7.18
Learned about different jobs could have	1.30	4.78
Learned what is needed to qualify for jobs	1.95	3.83
Total	22.08	44.02
Percent for these 11 items	74.68	73.68
Percent for remaining 8 items	25.32	26.32

TABLE 8

Responses of Students To a Question on the Relationship of Mentorship Experiences to Future Plans*

Effect of Mentorship Experience On Future Plans	Student n=30 f	%
None	2	6.67
Little or some	6	20.00
Not sure, but potentially a lot	9	30.00
Much, or a lot	11	36.67
Total Effect	2	6.67

* Coded from unstructured responses to the question.

Table 9

Ratings of Students on Value of Other Experiences Compared to the Mentorship

Type of Experience	Experience Was: More helpful than mentorship	About the same	Less helpful than mentorship	No entry *
Paid Work	6	6	11	7
Volunteer Work	4	5	6	15
Academic studies	7	1	7	15
Skills Training (school)	4	3	5	18
Career Counseling (school)	5	3	4	18
Career awareness classes	4	1	5	20
Career explanation classes	3	1	4	22
Talk, plan with relatives	10	5	3	12

* Student has not had this type of experience or does not feel experience was work-related.

This is further demonstrated by students' responses to another group of questions. A sequence of increasingly more specific questions were used in the interview to identify persons having a strong influence on each young person's preparation for work. (See the section on instrumentation). Responses to three of these questions are shown in Table 10. Family are an important influence for about half of this group. Other persons, including mentors, are more important to the rest of the students. It appears that the mentor is typically one of several persons assisting the young person to prepare for work. In addition to

Table 10

Relative Importance of the Mentors Compared to Others in Life of Students

REQUEST	RESPONSE	
Asked of all students (30)		
Tell me about someone whom you do know, who knows you by name, whom you admire and respect because of their work.	mentor	9
	family	9
	person at work	8
	person at school	2
	friend	2
Asked of those not replying with mentors name to the question above (21)		
Tell me about someone else at home, at school, at work, who has helped you get ready to go to work.	mentor	5
	family	6
	person at work	3
	person at school	7
Asked of all students (30)		
Up to this point, who do you think has been most helpful in preparing you for work?	mentor	6
	family	16
	person at work	1
	person at school	4
	friend	3

family and friends, other persons in the workplace--employers and co-workers--were frequently named. It may be noted that the school personnnel mentioned were almost entirely those directly concerned with job and career preparation--counselors, trainers, and directors or programs. The classroom teacher was mentioned only twice as a source of career-related help.

The mentors and program staff also were asked for their perceptions through an open question--"In your opinion, how helpful was this experience [with the mentor] in helping [the student] prepare for work and plan for the future...". Data were available in 23 pairs. Responses were coded using a five point scale as shown in Table 11. This table demonstrates that there was considerable

Table 11

Relationship Between Staff and Mentor Estimates of Helpfulness of Mentor to Student *

Staff Degree of Helpfulness		Mentor Degree of Helpfulness 1	2	3	4	5	Total
Not very helpful or important	1	1	0	0	0	0	1
Helpful	2	0	1	3	0	0	4
Very positive	3	0	1	4	2	0	7
Most positive	4	0	0	2	3	1	6
Highly significant	5	0	0	3	1	1	5
Total		1	2	12	6	2	23

* Coded from unstructured responses to a question. Seven mentorships were missing information from one or both respondents.

agreement between staff and mentor as to the degree to which the mentorship had helped the student. Only one mentorship was seen "not helpful". Most (20 out of 23) were rated as "very positive," or higher, by both respondents.

What factors affected the mentorship? Two key questions are addressed in this section; What did and did not work well in the mentorships and what did participants see as desirable qualities in mentors and students? All of this information was obtained from unstructured responses to interview questions. The tables in this section display summaries of the information in coded form.

Students and mentors were asked a parallel question--"How well did your experience [with your mentor or student] work? What did you like about it?" Program staff were asked a similar question--"in your opinion what made this mentorship work? What made it a success?" Responses were coded using the categories shown in Table 12. A total of 207 statements were found. There was a noticable lack of emphasis on concrete rewards, such as pay, credit or promotion as a factor in sustaining a successful experience. Student and staff most often mentioned a good relationship between mentor and student as an example of success. Mentors placed greater emphasis on personal growth of the student. Only about half of the respondents in each group mentioned gain in career development/knowledge.

Table 12

Responses to Questions: What Worked Well? What Did You Like About It?*

Responses Related To	Student n=30		Mentor n=30		Staff n=30 (15*2)		Total n=90	
	f	%	f	%	f	%	f	%
student/mentor relationship or to interpersonal skills development of the student	21	37	17	26	34	45	72	37
career development or career knowledge acquisition by the student	17	30	14	22	15	20	46	23
personal satisfaction or strengthening of self/ character by the student	15	26	25	38	24	32	64	32
specific rewards (e.g., credit, money, promotion) gained by student or mentor	4	7	9	14	2	3	15	8
Total	57		65		75		197	

* Coded from unstructured responses to the questions. Number of responses is greater than n because respondents could give more than one answer.

A similar emphasis on personal development was noted in another question posed to mentors and staff: "What do you feel was the most important thing that [the mentorship] was able to give to [this student] to help him/her in the future?" As shown in table 13 personal development was seen as at least as important as career development.

Table 13

Most Important Thing Mentor Was Able to Give to Student as Reported by Mentor and Staff*

Staff Most Important Thing Mentor Gave to student		Mentor Most Important Thing Given to Student 1	2	3	Don't know	Total
Developing personal skills, motivation, and attitude	1	9	2	3	0	14
Both personal and career development	2	2	2	0	0	4
Career planning or developing job skills	3	4	1	6	1	12
Total		15	5	9	1	30

* Coded from unstructured responses to the questions.

Which party in the mentorship was most responsible for making it success? Staff perceptions on this issue were derived from responses to the question addressed by Table 12; the result, in Table 14, shows that the mentor had a greater but by no means total,influence on the success of the mentorship. In some instances the student had a major role in developing and maintaining the mentorship.

Table 14

Who Made the Mentorship Work According to Staff

Category	f
Mainly Mentor	13
Both	9
Mainly Student	7
Missing	1

What problems were noted by the interviewees? Eighteen students mentioned at least one problem, as shown in Table 15, compared with fifteen mentors and twelve staff persons. Of those naming problems, mentors and staff were more concerned with logistal problems (44--47 percent) while students were concerned about their activities and relationships with others.

Table 15

Responses to Question: What Were the Problems?

Category	Student f	Student %	Mentor f	Mentor %	Staff f	Staff %	Total f	Total %
No problem noted	12	40	15	50	17	57	44	49
Problem noted	18	60	15	50	13	43	46	51
Type of Problem Noted								
Learning/doing	11	44	8	30	7	37	26	37
Interpersonal	11	44	8	30	3	16	22	31
Logistical	3	12	11	40	9	47	22	32
Total	25		27		19		71	

An indication of the success of the mentorships is shown in the opinion of participants about what will happen in the future. When mentors and students were asked whether they would stay in touch with each other in the future, most felt that they would as shown in Table 16. In particular, students were sure that they would remain in contact with their mentors (23 out of 30).

Another projection into the future is found in mentors' opinions about the likelihood of offering workplace experience to other students. As shown in Table 17, 27 mentors say they will definitely or probably continue.

Table 16

Perceptions of Pairs of Mentors and Students as to the Likelihood of Remaining in Contact After Completion of Mentorship

Student: Likely to Remain in Contact	Mentor: Likely to Remain in Contact			
	No	Probably	Yes	Total
No	0	0	0	0
Probably	1	2	4	7
Yes	5	7	11	23
Total	6	9	15	30

Table 17

Will Mentor Continue to Offer Workplace Experiences to Young Persons?

Response	Mentor f
Yes	21
Probably Yes	6
Probably No	3
No	0

If mentorships are to be successful what characteristics are desirable in mentors and in students? This question was asked of all interviewees. In addition, each student was asked to describe his/her mentor and each mentor to describe the student.

Table 18 presents the data on mentors. Three categories were developed into which all responses were grouped. When describing their mentor, students

most frequently mentioned an aspect of the mentor's character or personality (67%), although there were also many references to teaching skills (21%). Some students were conscious of the value of working with someone who was successful and experienced in a career (12%). From a consideration of the desirable qualities of mentors, as seen by respondents, it appears that the ideal mentor would have a mix of suitable personal characteristics and teaching abilities. All groups of respondents sensed the importance of the mentor's role as a teacher or facilitator of learning. (About half of the entries were in this category). This was much more emphasized than that of role model or example of career success.

Table 18

Actual and Desirable Qualities
in Mentors as Perceived by Participants*

Category	Actual Qualities of Mentor as Seen by Student		Desirable Qualities in a Mentor as seen by:					
			Student		Mentor		Staff	
	n=30		n=30		n=30		n=30(2*15	
	f	%	f	%	f	%	f	%
Character (e.g., caring wants to help; friendly, nice; understands youth and their pressures; good humor; busy, energetic; intelligent)	96	67	49	53	35	45	60	46
Teaching (e.g., explains; guides, doesn't put you down; wants to teach, expects your best; relationship like a parent)	30	21	34	36	34	43	62	48
Career (e.g., experienced, competent; positive in career plans; likes own job; well-rounded, interested in both work and family)	17	12	10	11	9	12	8	6

* Coded from unstructured responses to the questions. Number of responses is greater than N because respondents could give more than one answer.

Table 19 presents similar data on students. In this case responses were grouped into two categories: character and learning style. When mentors described their students they usually listed personal characteristics (77%) but there were also many references to learning syle. It can be noted that there were only nine negative comments about students compared to 142 positive entries. In the hypothetical situation--naming qualities that "are necessary in the young person in order to promote an effective mentorship" mentors listed fewer personal characteristics--about half of the responses were related to the learning style that a student brought to the experience. Students and staff were in agreement with the mentors--they also gave about equal emphasis to character and to learning style.

Table 19

Actual and Desirable Qualities in Students as Perceived by Participants*

Category	Actual Qualities of Student as Seen by Mentor	Desirable Qualities in a Student as seen by:					
		Mentor		Student		Staff	
	n=30	n=30		n=30		n=30(2x15)	
	f %	f %		f %		f %	
Character (e.g., patient, open-mined, hardworking, intelligent, tolerant of proper authority, thinks for self, mature)	103 76	37 52		50 55		66 56	
Learning style (e.g., observant, wants to learn, asks quesitons, respects mentor role, doesn't doesn't over commit time)	33 24	34 48		41 45		52 44	
Negative characteristics noted in students	9						

* Coded from unstructured responses to the questions. Number of responses is greater than N because respondents could give more than one answer.

SUMMARY

This document is a technical report on an investigation into thirty workplace mentorships. As one activity of the Workplace Mentorship study, 75 interviews were conducted with high-school students, their workplace mentors, and associated program staff. The document covers the background and methodology behind the interview study, describes the data-analysis procedures, and provides a summary of the descriptive statistics. The interview study had three objectives. The following paragraphs summarize the methods and the results related to each objective (objectives have been restated as questions).

What did young people do in the mentorship that helped to develop their employability?

Descriptions of actual activities of the young persons were obtained from students and mentors. All activities were coded into one or more employability-development categories, using a nineteen-element schema. The resultant file contained 1547 entries representing the coding of 795 activities in thirty mentorships. In a related activity, students, mentors and the program staff person rated the extent of student progress in the same nineteen employability-development elements.

All respondent groups agreed on the importance in the mentorships of "learning about a particular job"-in many instances this also meant learning the skills required to do the job. Also emphasized were increased skills in "talking and listening to others", "and learning about rules and how people behave at work" and "about what the young person can do and likes to do." Exhibiting mature workplace behavior was highly rated by all parties: young persons tended to stress learning new things and using initiative while mentors emphasized doing things the way the boss or supervisor wants, obeying rules and getting along with other people. When asked, respondents were able to give

concrete examples of performance of "good work" and use of basic skills on the job. However, even when asked, they usually could not give examples of aid in finding a job or use of job-search skills.

How valuable were the mentorship experiences?

Open-ended questions were used to collect from all participants perceptions on the value of the mentorships. Almost all of the students felt that the mentorship had had an effect on their future plans; for some the mentor had been the most important influence, more effective than actual paid work-experience. Staff and mentors also saw the mentorships as positively and significantly helpful in preparing the young person for work. Both students and mentors felt that they would keep in touch after the mentorship had terminated. Mentors were particularly positive; 27 out of 30 planned to continue to offer such experiences to other students.

What factors affected the mentorship?

The mentorships were broad in scope allowing for different configurations to meet differing needs. Gains in career and job development were important but accounted for less than one quarter of the total list of responses to the questions on what made the mentorship a success. The strengthening of personal and interpersonal skills growing out of the mentor relationship was the predominant theme. Direct reward (such as pay or credit) was seldom mentioned by either mentor or student.

All respondents were asked about desirable qualities for mentorship participants. Mentors should have good teaching skills (48% of the responses) as well as personality characteristics that enabled them to work with young people. And students, to gain in a mentorship enviornment need, in addition to personal characteristics (such as patient, open-minded and hardworking), a suitable learning style that includes such qualities as observant, curious and eager to learn.

Selected Bibliography of Far West Laboratory Publications

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Evenson, J.S. Interviews on Workplace Mentorship: Background, Methodology and Data Analysis. San Francisco: Far West Laboratory for Educational Research and Development, 1982.

Evenson, J.S. Working Adults and Students in Partnership: Interviews from the Workplace Mentorship Study. San Francisco: Far West Laboratory for Educational Research and Development, 1982.

II. Publications From the Department of Education, Work and Productivity That Are Especially Related to the Topic of Workplace Mentorship

Evenson, J.W., & Spotts, R.L. Implementing Experience-Based Career Education for Handicapped Students: A Mainstreaming Approach. San Francisco: Far West Laboratory for Educational Research and Development, 1979.

Johnson, J. EBCE: The Far West Model, A Program Overview (2nd ed.) San Francisco: Far West Laboratory for Educational Research and Development, 1975

Johnson, J. The Concept of Work Maturity. San Francisco: Far West Laboratory for Educational Research and Development, 1981.

National Institute of Education. A Comparison of Four Experience-Based Career Education Programs. Washington, D.C.: National Institute of Education, 1976.

Spotts, R., Evenson, J.W., & Blackwell, L. Experience-Based Career Education, Evaluation of the Greenhouse Program, 1977-78. San Francisco: Far West Laboratory for Educational Research and Development, 1978.

Far West Laboratory for Educational Research and Development, Experience-Based Career Education Project. Operational Handbook. Vol. II: Resources. San Francisco: FWL, 1976. (b)

APPENDIX A: INSTRUMENTS

STUDENT INTERVIEW

Name _____

Program _____

Mentor's Name _____

Date _____

Time _____ to _____

Interviewer _____

NOTE TO INTERVIEWERS:

M is used throughout this interview to refer to the youth's mentor. When his/her name is first brought up, determine how the youth refers to him/her, e.g., Mr. Smith, my resource person, Mary, my supervisor, etc. Then substitute the appropriate term for M in conducting the interview.

R is used throughout the interview to refer to the youth being interviewed.

Hello, I'm _____ from the Far West Educational Laboratory in San Francisco. We are talking with young persons, such as you, who have had a chance to explore jobs or careers in the community. We would like to find out from people who have had these experiences how they liked them and how useful to them these experiences are. We want to use what we learn to help programs similar to the one in which you participate to provide young students with valuable community experiences.

We will treat our discussion with you as strictly confidential. We will not share it with anyone (not even your school staff) unless you request it. While we do hope to learn from you, when we report what we learn we will pool your responses with those of 31 other students and report in terms of the whole group of students interviewed. No names will be used, in no way will you be identifiable through our reporting of what you say today. The way you can really help our study is by being completely honest; we need to know what you really think and feel. Are there any questions or things you don't understand about this interview that you would like to discuss? Feel free to ask questions at any time in the interview.

ID _____

QUESTION 1:

Everybody learns something about work by seeing people at work or by knowing people who are successful in their work. Let's talk about people who might have influenced you--helped you or been an inspiration.

a) Tell me about someone whom you don't know, whom you've never met, but whom you admire and respect because of their work.

_____

_____

_____

b) Tell me about someone whom you do know, who knows you by name, whom you admire and respect because of their work.

_____

_____

_____

c) Tell me about someone else at home, at school, at work, who has helped you to get ready to go to work.

_____

_____

_____

d) Who, in this program, has helped you to get ready to go to work? [NOTE: OMIT IF M HAS ALREADY BEEN MENTIONED.]

_____

If not volunteered: how about M? ( ) _____

_____

e) Up to this point, who do you think has been most helpful in preparing you for work? Why?

_____

_____

_____

_____

ID _____

QUESTION 2:

Tell me a little bit about what M does at work.

_____

_____

_____

_____

_____

How would you describe M? What is he/she like?

NOTE: IN RECORDING, EMPHASIZE "QUALITIES" (E.G., INTERESTED, OUTGOING, YOUNG, KNOWS WHAT SHE/HE IS DOING, ETC.).

_____

_____

_____

_____

_____

_____

_____

ID _____

QUESTION 3:

I'd like to find out about what you did and what you learned about during your time with M. Can you tell me several things that you learned about or did? I'll write down each thing you mention and then we'll look at what you got out of doing these things that might be useful to you in the future. Let's start with what you think is the most important thing you learned about or did during your experience at the workplace with M. Tell me also about how much time you spent at this. Then we'll look at the next most important, and so on.

NOTE: ON FORM Q-3 BRIEFLY DESCRIBE EACH ACTIVITY MENTIONED BY R. TRY TO GET AT LEAST 5 RESPONSES. ESTIMATE HOW MUCH TIME HE/SHE SPENT ON EACH AND CODE 1-3.

Now I would like to know how these things that you have been learning about and doing might help you later in the working world--when you are making plans for working or starting out as a worker. Let's take the first thing you mentioned--how might this help you to get ready for working?

NOTE: ON FORM Q-3 CODE EACH "HELP" RESPONSE R GIVES FOR AN ACTIVITY WITH THE APPROPRIATE ELEMENT FROM FORM A. (SOMETIMES MORE THAN ONE ELEMENT WILL BE NEEDED FOR A COMPLEX ANSWER.) WHEN A "HELP" RESPONSE IS GIVEN, THEN ASK IF THE ACTIVITY HELPED R GET READY FOR WORK IN ANOTHER WAY. CODE THAT RESPONSE SIMILARLY. (DO NOT PROBE PAST 5 ELEMENT ENTRIES FOR AN ACTIVITY.) MOVE DOWN THE LIST, COMPLETING EACH ACTIVITY ON FORM Q-3 MENTIONED BY R. DON'T PROBE BY USING ELEMENTS ON FORM A.

FORM A

Getting Ready To Go To Work

I learned about:

1-1 A particular job.

1-2 Different jobs that I could have.

1-3 What is needed to qulify for jobs I would like.

1-4 How what I learn at school can help me.

1-5 How to find a job.

1-6 Rules and how people behave at work.

1-7 What I can do and like to do.

What I did:

2-1 I followed rules.

2-2 I did things the way the supervisor or boss wanted.

2-3 I did good work; I worked hard.

2-4 I got along with other people.

2-5 I did things on my own; I used my initiative.

2-6 I got along when things changed; I adapted.

2-7 I tried to learn new things.

I improved in:

3-1 Basic math, reading, or writing.

3-2 Other school subjects.

3-3 Talking with and listening to others.

3-4 Job skills for a beginning job.

3-5 Job skills for a career that I might like to be in for a long time.

ID_____

FORM Q-3

Activity/Interaction	Time	How Helped (elements) 1	2	3	4	5
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Time Code:

1 = Little or seldom
2 = Some or occasionally
3 = A lot or frequently

A-4

ID _____

QUESTION 4:

There are a number of ways that you might learn about work and about being a worker through what you have been doing with M. [SHOW RESPONDENT LIST 1] Here is a list of things that you might have learned about the world of work.

Look at the list -- is there something on the list that you learned about?

NOTE: WHEN R MENTIONS AN ELEMENT, CODE IT ON FORM Q-4 (USING FORM A) AND ASK WHAT HE/SHE DID WITH M TO LEARN THAT. BRIEFLY DESCRIBE THE ACTIVITY AND ASK IF HE/SHE LEARNED ANYTHING ELSE ON THE LIST THROUGH THAT ACTIVITY. IF YES, ADD THE CODES OF THOSE ELEMENTS IN THE LEFT COLUMN. WHEN THE DISCUSSION OF A PARTICULAR ACTIVITY IS COMPLETED, ESTIMATE HOW MUCH TIME WAS SPENT IN THAT ACTIVITY. THEN ASK IF R LEARNED ABOUT ANOTHER ELEMENT AND REPEAT. IF THREE ACTIVITIES ARE ENTERED AND R IS NOT VOLUNTEERING ANOTHER, PROCEED TO LIST 2.

Here is the second list; it gives experiences that you may have had in the workplace--is there an experience there that you had at M's worksite? [SHOW R LIST 2]

NOTE: FOLLOW SIMILAR TACK TO ABOVE, BUT USE "DID YOU DO ANYTHING ELSE" INSTEAD OF "DID YOU LEARN ANYTHING ELSE." WHEN QUESTION IS NO LONGER FRUITFUL OR WHEN 3 ITEMS HAVE BEEN VOLUNTEERED, MOVE TO LIST 3.

Here is the last list; it has to do with different skills that you might have learned--either related to school or to specific job skills--is there a skill there that you picked up in your time with M? [SHOW R LIST 3]

NOTE: AGAIN FOLLOW SIMILAR TACK, BUT USE "DID YOU POLISH ANY OTHER SKILLS?" AFTER CODING THESE RESPONSES, MOVE TO QUESTION 5.

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I learned about:

A particular job.

Different jobs that I could have.

What is needed to qualify for jobs I would like.

How what I learn at school can help me.

How to find a job.

Rules and how people behave at work.

What I can do and like to do.

List 1-I

62

What I did:

I followed rules.

I did things the way the supervisor or boss wanted.

I did good work; I worked hard.

I got along with other people.

I did things on my own; I used my initiative.

I got along when things changed; I adapted.

I tried to learn new things.

List 2-I

63

I improved in:

Basic math, reading, or writing.

Other school subjects

Talking with and listening to others.

Job skills for a beginning job.

Job skills for a career that I might like to be in for a long time.

List 3-I

64

A-6

ID _____

FORM Q-4

How Helped (elements)	Activity/Interaction	Code	Time 1 - 3

Time Code: 1 = little or seldom
2 = some or occasionally
3 = a lot or frequently

ID _____

QUESTION 5:

Are there any other things that you learned about or did that you'd like to mention?

NOTE: THIS MIGHT PICK UP SOME NEW ACTIVITIES FROM LISTS 1 OR 2. CODE AS IN Q.4.

FORM Q-5

How Helped (elements)	Activity/Interaction	Code	Time 1 - 3

Time Code: 1 = little or seldom
2 = some or occasionally
3 = a lot or frequently

QUESTION 6:

Now, before we leave this section, while we've been talking about what you've been doing, could you please take a minute to fill this out? Here are different things that you may have been doing with M that might help you later in the working world. Please show me, by circling the right number, how much you think you learned about each one of these things in your experience in the workplace. [GIVE RESPONDENT FORM Q-6.]

HAS FORM Q-6 BEEN COMPLETED AND RETURNED?

ID _____

FORM Q-6

Getting Ready To Go To Work

For each statement, circle the number on the right that is closest to your opinio

	Nothing/ A Little	Some	A Lot
I learned about:			
A particular job	1	2	3
Different jobs that I could have	1	2	3
What is needed to qualify for jobs that I would like	1	2	3
How what I learn at school can help me	1	2	3
How to find a job	1	2	3
Rules and how people behave at work	1	2	3
What I can do and like to do	1	2	3
What I did:			
I followed rules	1	2	3
I did things the way the supervisor or boss wanted	1	2	3
I did good work; I worked hard	1	2	3
I got along with other people	1	2	3
I did things on my own; I used my initiative	1	2	3
I got along when things changed; I adapted	1	2	3
I tried to learn new things	1	2	3
I improved in:			
Basic math, reading, or writing	1	2	3
Other school subjects	1	2	3
Talking with and listening to others	1	2	3
Skills for a beginning job	1	2	3
Skills for a career that I might like to be in for a long time	1	2	3

ID _____

QUESTION 7:

a) What are your current plans for work and study after high school?

_____

_____

_____

b) How sure are you about these plans?

_____

_____

_____

c) Have you any alternate plan?

_____

_____

_____

d) What does your experience with H have to do with these plans?

_____

_____

_____

e) What do you expect to be doing ten years from now?

_____

_____

_____

_____

ID _____

QUESTION 8:

(a) What other kinds of things have you done that have helped you to get ready to go to work or that have helped you to plan for the future? For example, have you done any volunteer work, or had talks with counselors or other adults, taken classes or field trips, or things like that where you learned about work and careers?

NOTE: USE FORM Q-8 TO COLLECT INFORMATION. TRY TO GET VOLUNTEERED INFORMATION: IF NECESSARY PROBE FOR FOR ACTIVITIES RELATED TO EACH OF THE CATEGORIES. GET THE LENGTHS OF THE ACTIVITIES AS WELL. WHEN FINISHED, MOVE TO (b).

(b) Compared to your experiences with M how much did these experiences help you?

NOTE: FOR EACH EXPERIENCE DESCRIBED CODE R'S RESPONSE TO THIS QUESTION.

ID _____

FORM Q-8

Experiences	Description	How Long?	How Helped
Work experience - paid			
Volunteer work or other unpaid work experience			
Career exploration in community			
Career awareness programs in school			
Skills training in school			
Academic studies in school			
Career counseling			
Plans and talks with relatives			

How Helped - Blank = Not done
0 = Less helpful
1 = About the same
2 = more helpful

ID _____

QUESTION 9:

a) How well did your experience with M work? What did you like about it?

_____

_____

_____

_____

_____

_____

b) What were the problems?

_____

_____

_____

_____

_____

_____

QUESTION 10:

After (now that) your experiences with M are over, do you think that you will stay in contact with him/her?

_____

_____

_____

ID _____

NOTE: ON QUESTIONS 11 & 12, EMPHASIZE THE RECORDING OF "QUALITIES" (I.E., SYMPATHETIC, INTERESTED, OUTGOING, YOUNG, KNOWS WHAT HE'S DOING, ETC.) ALONG WITH AS MUCH DESCRIPTIVE MATERIAL AS APPEARS RELEVANT.

QUESTION 11:

What should an adult be like to be helpful to someone like you in this kind of situation?

_____

_____

_____

_____

QUESTION 12:

What qualities should a student have to get the most out of a community experience like this one?

_____

_____

_____

_____

ID _____

INTERVIEWER'S ASSESSMENT OF THE INTERVIEW:

(Quality of interview and information; assessment of subject's alertness, cooperativeness,understanding of questions, candor, sincerity)

_____

_____

_____

_____

_____

_____

_____

_____

_____

SUMMARY OBSERVATIONS:

(Any items considered by the interviewer to be salient to the subject's history and mentorship experience. Include any judgments about the subject's plans, aspirations, and personal characteristics.)

_____

_____

_____

_____

_____

_____

_____

_____

MENTOR INTERVIEW

Name _____

Program _____

Mentor Name _____

Date _____

Time _____ to _____

Interviewer _____

NOTE TO INTERVIEWERS:

M is used throughout this interview to refer to the mentee. Substitute the appropriate name for M in conducting the interview.

R is used throughout the interview to refer to the mentor being interviewed.

I'm _____ from the Far West Laboratory for Educational Research and Development in San Francisco. We are undertaking a study of "workplace mentorship" where adults, at their job sites, share their skills, interests, and knowledge with high school age students. We are talking with persons, such as you, who are helping young people explore jobs or careers in the community. We would like to find out from people who have had these experiences how they liked them and how useful to the young person these experiences are. We want to use what we learn to help programs similar to the one in which you participate to provide young students with valuable community experiences.

We will treat our discussion with you as strictly confidential. We will not share it with anyone in the school program or at your workplace unless you request it. While we do hope to learn from you, when we report what we learn we will pool your responses with those of 31 other adults and report in terms of the whole group. No names will be used, in no way will you be identifiable through our reporting of what you say today. Are there any questions or things about this interview that you would like to discuss? Feel free to ask questions at any time in the interview.

Question 1:

I would like to get a picture of what M has been able to learn about or learn to do at your workplace. Let's start out by talking about your place of work and what you do at work.

a) What is the name of the business or organization for which you work?

b) Is there a specific department (e.g., accounting) with which you are associated?

c) What are your tasks and responsibilities? What do you do on the job?

d) Can you describe the purpose of the business or organization? What do they produce or what kind of service do they provide?

e) Now about the employees. How many people are employed in the office or site where you work? _____

Is any of your workplace unionized? _____

_____

What kinds of jobs are represented (I'm interested in different kinds of preparation needed for the jobs):

unskilled _____

skilled _____

professional _____

managerial _____

scientific/technical _____

f) What percentage of the employees have worked there for five years? _____ for more than one year? _____.

g) I'd like to get a feeling of the atmosphere at your work. Would you describe your office or worksite as:

relaxed	1	2	3	4	hurried
formal in dress	1	2	3	4	informal in dress
open area	1	2	3	4	individual offices
using last names	1	2	3	4	first-name basis
closely supervised	1	2	3	4	loosely supervised
friendly	1	2	3	4	impersonal

Comments: _____

_____

_____

At the end of the interview I have a brief form that I would like to to fill out on the social climate at the workplace. For now, let's go on and talk about what M learned and did at your workplace.

Question 2:

Can you tell me several things that M learned about or did during his/her time with you at your workplace?

I'll write down each thing you mention and then we'll look at what you got out of doing these things that might be useful to him/her in the future. Let's start with what you think is the most important thing learned about or done this time with you. Then we'll look at the next most important, and so on.

NOTE: ON FORM Q-3 BRIEFLY DESCRIBE EACH ACTIVITY MENTIONED BY R. TRY TO GET AT LEAST 5 RESPONSES. ESTIMATE HOW MUCH TIME HE/SHE SPENT ON EACH AND CODE 1-3. *

Now I would like to know how these things that M has been learning about and doing might help M later in the working world--when making plans for working or starting out as a worker. Let's take the first thing you mentioned--how might this help M to get ready for working?

NOTE: ON FORM Q-3 CODE EACH "HELP" RESPONSE R GIVES FOR AN ACTIVITY WITH THE APPROPRIATE ELEMENT FROM FORM A. (SOMETIMES MORE THAN ONE ELEMENT WILL BE NEEDED FOR A COMPLEX ANSWER.) WHEN A "HELP" RESPONSE IS GIVEN, THEN ASK IF THE ACTIVITY HELPED R GET READY FOR WORK IN ANOTHER WAY. CODE THAT RESPONSE SIMILARLY. (DO NOT PROBE PAST 5 ELEMENT ENTRIES FOR AN ACTIVITY.) MOVE DOWN THE LIST, COMPLETING EACH ACTIVITY ON FORM Q-3 MENTIONED BY R. DON'T PROBE BY USING ELEMENTS ON FORM A. *

* See student interview for a copy of form Q3.

QUESTION 3:

There are a number of ways that M might learn about work and about being a worker through what you have been doing together. [SHOW RESPONDENT LIST 1] Here is a list of things that M might have learned about the world of work.

Look at the list -- is there something on the list that M learned about?

NOTE: WHEN R MENTIONS AN ELEMENT, CODE IT ON FORM Q-4 (USING FORM A) AND ASK WHAT M DID WITH R TO LEARN THAT. BRIEFLY DESCRIBE THE ACTIVITY AND ASK IF ANYTHING ELSE ON THE LIST WAS LEARNED THROUGH THAT ACTIVITY. IF YES, ADD THE CODES OF THOSE ELEMENTS IN THE LEFT COLUMN. WHEN THE DISCUSSION OF A PARTICULAR ACTIVITY IS COMPLETED, ESTIMATE HOW MUCH TIME WAS SPENT IN THAT ACTIVITY. THEN ASK IF R LEARNED ABOUT ANOTHER ELEMENT AND REPEAT. IF THREE ACTIVITIES ARE ENTERED AND R IS NOT VOLUNTEERING ANOTHER, PROCEED TO LIST 2. *

Here is the second list; it gives experiences that M may have had in the workplace--is there an experience there that M had at your worksite? [SHOW R LIST 2]

NOTE: FOLLOW SIMILAR TACK TO ABOVE, BUT USE "DID M DO ANYTHING ELSE" INSTEAD OF "DID M LEARN ANYTHING ELSE." WHEN QUESTION IS NO LONGER FRUITFUL OR WHEN 3 ITEMS HAVE BEEN VOLUNTEERED, MOVE TO LIST 3.

Here is the last list; it has to do with different skills that M might have learned--either related to school or to specific job skills--is there a skill there that M picked up in the time with you? [SHOW R LIST 3]

NOTE: AGAIN FOLLOW SIMILAR TACK, BUT USE "DID M POLISH ANY OTHER SKILLS?" AFTER CODING THESE RESPONSES, MOVE TO QUESTION 5.

* See Student Interview for a copy of form Q4 and lists 1-3. (Lists were changed to third-person format for this interview.)

QUESTION 4:

Are there any other things that M learned about or did that you'd like to mention?

NOTE: THIS MIGHT PICK UP SOME NEW ACTIVITIES FROM LISTS 1 OR 2. CODE AS IN Q-4.

FORM Q-5

How Helped (elements)	Activity/Interaction	Code	Time

Time Code: 1 = little or seldom
2 = some or occasionally
3 = a lot or frequently

QUESTION 5:

Now, before we leave this section, while we've been talking about what M did with you, could you please take a minute fo fill this out? Here are different things that M may have been doing with you that might help him/her later in the working world. Please show me, by circling the right number, how much you think he/she learned about each one of these things through these * experiences in the workplace. [GIVE RESPONDENT FORM Q-6.]

HAS FORM Q-6 BEEN COMPLETED AND RETURNED?

* Same as Form Q6 in Student Interview except changed to third-person format.

QUESTION 6:

Can you tell me a little about M? What is she/he like?

QUESTION 7:

a) In your opinion, how helpful was this experience with you in helping M prepare for work and plan for the future, compared with other experiences that you know M has had?

b) What do you feel was the most important thing that you were able to give to M that may help him/her in the future?

QUESTION 8:

a) How well did your experience with M work? What did you like about it?

b) What were the problems?

QUESTION 9:

After (now that) your experiences with M are over, do you think that you will stay in contact with him/her?

QUESTION 10:

Now let's talk in general about this sort of experience, what we call mentorship, between a young person and an adult in the workplace.

a) Had you had previous experiences of this sort with young people prior to this mentorship?

b) Do you intend to continue to offer workplace experiences of this kind to young persons?

c) In your opinion, what qualities in an adult are necessary in order to be an effective mentor?

d) In your opinion, what qualities are necessary in the young person in order to promote an effective mentorship?

e) What, if any, training would be helpful to others who would like to be mentors?

STAFF INTERVIEW

Staff Name _____

Program _____

Student1 Name _____ Mentor_____

Student2 Name _____ Mentor_____

Date _____ Time _____ to _____

Interviewer _____

NOTE TO INTERVIEWERS:

M is used throughout this interview to refer to the mentor. Substitute the appropriate name for M in conducting the interview.

R is used throughout the interview to refer to staff being interviewed.

Y is used to refer to the young person.

As you know, we are studying relationships between young people and adult 'mentors' in the workplace. You have already helped us to arrange interviews with young persons and their mentors. In order to complete our study, we need some additional information that can best be provided by you. This includes a description of the young people and their program activities and your perceptions of how well these mentorships, and mentorships in general, work in the development of employability in young people.

We will treat our discussion with you as strictly confidential. We will not share it with anyone in the school program or at the workplace unless you request it. While we do hope to learn from you, when we report what we learn we will pool your responses with those of 15 others and report in terms of the whole group. No names will be used, in no way will you be identifiable through our reporting of what you say today. Are there any questions or things you don't understand about this interview that you would like to discuss? Feel free to ask questions at any time in the interview.

PART 1

First, let's get a little more information about your program. I have a form here that has been partially completed based on our telephone conversation but I would like clarification (like some information) on the following points. (Complete Program Characteristics Form)

PART II

Now let's talk about each young person whom we are interviewing and each of their mentorships. (Complete a Form S for Student 1 and for Student 2.)

FORM S

(1) Name _____

(2) Age _____ (3) Birthdate (if known) _____

(4) Ethnic group _____ (5) Sex _____ (6) Grade _____

(7) School program:

General _____

College Prep _____

Technical _____

Other _____

(8) School achievement (grades)

Above average _____

Average _____

Below Average _____

(9) Attitude toward school before enrolling in program:

Very negative _____

Somewhat negative _____

Somewhat positive _____

Very positive _____

NO information _____

(10) Future plans _____

(11) To your knowledge, what other experiences has Y had that might be helpful in preparing for work? (Use Form Q-B.)

ID _____

FORM Q-B

Experiences	Description	How Long?	How Helped
Work experience - paid			
Volunteer work or other unpaid work experience			
Career exploration in community			
Career awareness programs in school			
Skills training in school			
Academic studies in school			
Career counseling			
Plans and talks with relatives			

How Helped - Blank = Not done
0 = Less helpful
1 = About the same
2 = More helpful

(12) How typical is this young person of those in your program, that is, how does this young person compare with others enrolled in the program in regard to:

Attitude toward school

School achievement

Previous work experience

Degree of future planning

Other characteristics

(13) a) In your opinion what made this mentorship work? What made it a success? [Probe for characteristics of mentors, students, worksite, program.]

b) What were the problems, if any? [Probe for characteristics of mentors, students, worksite, program.]

(14) a) In your opinion, how helpful were the experiences with M in helping Y prepare for work and plan for the future compared with other experiences that Y has had?

b) What do you feel was the most important thing that M was able to give Y to help him/her in the future?

15) Now, before we leave this section, while we've been talking about site activities, could you please take a minute to fill this out? Here are different things that M may have been doing with the mentor that might help him/her later in the working world. Please show me, by circling the right number, how much you think he/she learned about each one of these things through these experiences in the workplace.

[GIVE RESPONDENT FORM Q-6].

Has Form Q6 been returned?

* Same as Form Q6 in Student Interview except changed to third-person format.

Appendix B

"QUALITY" MENTORSHIP--A QUALITATIVE ANALYSIS

It was apparent from reading the completed interview forms that some mentorships had given more to the student than had others--there was a range in "quality" when quality is defined as the payoff to the student in employability-development. Was there any way of classifying or grouping these thirty mentorships on the basis of their overall quality? One possibility was to consider as a whole, for each mentorship, all open-ended responses and comments that were related to the perceived value to the student. Such questions included those on the importance of mentor and mentorship experience to the student, success and problems, important gains by the student, and the relationship of the mentorship to future plans. Could these statements by respondents form a qualitative basis for grouping mentorships and, if so, what could such a grouping tell us about the structure and content of a "quality" mentorship?

A simple division of mentorships into two groups was achieved by using the following technique. Responses to each of the relevant questions along with any pertinent quotes recorded by the interviewer, were transfered to a worksheet (one for each mentorship). One member of the research team studied the thirty worksheets and used a judgmental process to group them on the basis of "quality". An initial division on the basis of more or less quality produced three groups; the large middle group was then further divided in two groups. Finally the two lower groups were combined as were the two higher. The results were a group of sixteen "broad-base" mentorships, considered of higher-quality, and a group of fourteen "limited-base" mentorships that seemed to have less of the desired quality.

Mentorships in the limited-base group were focused more on job skills and on work-orientation. Especially the five that had originally been placed in the lowest group seemed to offer little besides work experience or a superficial

level of career exploration. One dimension on which the limited-based group appeared to differ among themselves was the quality of supervision. Some students in the group did receive the experience of working for or with an adult with high expertise in the field and someone who could transmit to the young person important information about the job and about how to behave in the workplace.

In contrast, the sixteen mentorships in the broad-base group showed a higher involvement of both student and mentor. Two subgroups could be identified with differing configurations of values. One subgroup emphasized in-depth career exploration or job experiences, imparting of substantial information about a career or various careers and involvement of the mentor in student planning for the future. The young people in these mentorships were competent and often able partners. Behavioral growth--appropriate work behavior or personal maturation--was not as important as career-oriented growth.

The second sub-group emphasized a close relationship between mentor and student to promote personal maturity, input details of appropriate behavior and encourage and teach job and career skills. Usually the young people were more in need of general direction. The description of these mentorships are among the most rewarding to read--close ties, supportive behavior, role-modeling, and encouragement.

A more complete description of broad-base and limited-base mentorships will be found in another document: Working Adults and Students in Partnership: Interviews from the Workplace Mentorship Study. A few examples of the relationship between this classification of mentorship and other variables are shown in the following paragraphs.

One coding that had been done previously (and independently) of this division into groups rated the perceptions of staff as to who had made the mentorship succeed--student, mentor or both. There were seven instances where staff felt that students had been the main determiner of success and six of these were in the group of limited-base mentorships as shown in table A1. In only two instances did staff feel that both parties in a limited-base mentorship had helped make the mentorship succeed. However, in the higher group either both parties (seven mentorships) or the mentor (seven mentorships) were rated as of greatest importance to success. It appears therefore that where the young person is seen as carrying the relationship the mentorship may not reach a high level of quality. It was also noted that mentorships in the limited-base group tended to be those from work-experience programs (nine of the fourteen) while eleven of the sixteen mentorships in the broad-base group were from career-exploration programs.

Table A1

Relationship Between Mentorship
Classification and Person Responsible for Success

Person responsible for success	Mentorship Group	
	Limited-base n = 14	Broad-base n = 16
Mainly student	6	1
Both	2	7
Mainly mentor	6	7
Missing		(1)

Of the thirty mentors, fifteen volunteered some statement indicating what they themselves had gained from the mentorship. Only three of these statements

were found in the limited-base group. Twelve of the sixteen mentors in the broad-base group voluntcered statements such as:

> It excited me that she, with no previous interest, could show a strong interest and aptitude for science.
>
> His work is excellent. He is a resource. I have no operating funds and good volunteers are lifesavers.
>
> I enjoy teaching people what I know -- it causes me to think more about things myself and learn myself.
>
> She became my ears [deaf individual].
>
> I like the youthful energy. It's nice to have someone around with this "naive" perspective.
>
> It's refreshing to see young adults headed in the right direction. Good to see young adults achieving.
>
> I benefitted from her high-quality products and from her as a young woman.
>
> I've gained a lot of information, he's provided me with a different perspective about work, asked questions that made me research the answers.
>
> It's rewarding to work with talented "raw material". Makes one rethink aspects of one's life and profession.